



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Wells High School

SAU: Wells-Ogunquit CSD

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2010-2011 NCLB Report Card



School: Wells High School
SAU: Wells-Ogunquit CSD
Grade: High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	111	109	98	59	57	49	12	47	21	20	108	1
	2009-2010	115	111	97	56	56	47	15	41	30	14	108	3
Female	2008-2009	59	59	100	63	63	53	12	51	22	15		
	2009-2010	60	60	100	55	55	49	12	43	32	13		
Male	2008-2009	52	50	96	54	50	46	12	42	20	26		
	2009-2010	55	51	93	57	57	46	20	37	27	16		
Caucasian/White	2008-2009	108	106	98	58	56	50	12	46	22	20		
	2009-2010	108	104	96	57	57	48	16	40	31	13		
African American/Black	2008-2009	1	1	100			26						
	2009-2010	3	3	100			28						
Hispanic	2008-2009	2	2	100			38						
	2009-2010	1	1	100			42						
Asian or Pacific Islander	2008-2009	0	0				46						
	2009-2010	2	2	100			41						
American Indian or Native Alaskan	2008-2009	0	0				32						
	2009-2010	1	1	100			27						
Economically Disadvantaged	2008-2009	20	20	100	30	30	34	5	25	45	25		
	2009-2010	22	21	95	43	43	31	5	38	19	38		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	16	16	100	6	5	16	0	6	25	69		
	2009-2010	16	16	100	6	6	16	0	6	44	50		
Limited English Proficient	2008-2009	0	0				16						
	2009-2010	3	3	100			13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Wells High School
SAU: Wells-Ogunquit CSD
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	111	110	99	64	61	42	7	56	17	19	109	1
	2009-2010	115	111	97	63	63	45	5	59	21	16	108	3
Female	2008-2009	59	59	100	68	68	41	5	63	14	19		
	2009-2010	60	60	100	60	60	43	3	57	23	17		
Male	2008-2009	52	51	98	59	54	43	10	49	22	20		
	2009-2010	55	51	93	67	67	47	6	61	18	16		
Caucasian/White	2008-2009	108	107	99	64	61	43	7	56	18	19		
	2009-2010	108	104	96	64	64	46	5	60	20	15		
African American/Black	2008-2009	1	1	100			16						
	2009-2010	3	3	100			22						
Hispanic	2008-2009	2	2	100			29						
	2009-2010	1	1	100			40						
Asian or Pacific Islander	2008-2009	0	0				52						
	2009-2010	2	2	100			51						
American Indian or Native Alaskan	2008-2009	0	0				21						
	2009-2010	1	1	100			28						
Economically Disadvantaged	2008-2009	20	20	100	40	40	26	5	35	25	35		
	2009-2010	22	21	95	62	62	28	0	62	10	29		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	16	16	100	13	14	12	6	6	25	63		
	2009-2010	16	16	100	6	6	14	0	6	25	69		
Limited English Proficient	2008-2009	0	0				19						
	2009-2010	3	3	100			16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School:	Wells High School
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Grade:	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	97	97	96	58	57	48	97	97	96	64	63	43	87	87	80
Caucasian/White	96	96	96	58	57	49	96	96	96	65	64	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	*	*	94	38	38	32	*	*	94	53	53	27			
Students with Disabilities	*	*	92	6	6	16	*	*	91	10	11	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card Maine Teacher Quality Data



School: Wells High School
SAU: Wells-Ogunquit CSD



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	11	9	14	1	4	1

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>